Chapter two focuses more on the students and their needs, and what best the teacher can do to try to apply to all of his student’s needs. It stresses the importance that a grand curriculum isn’t the only link in the chain that a successful education is. Observing students “ varieties and complexities demand every bit as much study from the teacher as does curriculum content” (12). In the previous chapter it was already mentioned how a curriculum has to be flexible, and that is because that curriculum needs to be able to be shaped to an entire classroom. A classroom that has people that speak different languages, learn at different rates, and may not seem to have the motivation to learn. It is just as important to learn about your students, what motivates them, how best they learn, and how best to reach them as it is to write up a brilliant curriculum.

The chapter goes deeper into what exactly may be troubling a student who may be struggling to learn, and the importance of the teacher to try to find ways to work with the student, and to remain optimistic of the ability to overcome the obstacle.

This chapter has helped to teach me on how various things can effect a student’s learning ability, for isntance the student who was better at working and paying attention when allowed to move, or the student who was affected by her parent’s recent sepereation. It has taught me to pay attention to my future student’s mannerism so that I may adapt my teaching methods to suit their needs the best.